Remedial and Special Education

January–December 1995, Volume 16

ALLINDER, Rose M.: An Examination of the Relationship Between Teacher Efficacy and Curriculum-Based Measurement and Student Achievement, 247–254.

ALPER, Sandra: See FLORES, Deborah Mae, 38–43.

ANDERSON, Gary L.; BARRERA, Isaura: Critical Constructivist Research and Special Education: Expanding Our Lens on Social Reality and Exceptionality, 142–149.

BALCAZAR, Fabricio E.; KEYS, Christopher B., GARATE-SERAFINI, Juana: Learning to Recruit Assistance to Attain Transition Goals: A Program for Adjudicated Youth with Disabilities, 237–246.

BALL, Deborah L.: Blurring the Boundaries of Research and Practice, 354–363.

BARRERA, Isaura: See ANDERSON, Gary L., 142–149.

BAUWENS, Jeanne: Book Review: Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers, 315–316.

BOS, Candace S.: Professional Development and Teacher Change: Encouraging News From the Trenches, 379–382.

BRENT, Donna: See MAY, Deborah C., 288–294.

BUNSEN, Teresa D.: See REID, D. Kim, 131–141.

BURSUCK, William D.: SEE JAYANTHI, Madhavi, 102–116; SEE JAYANTHI, Madhavi, 212–225.

BYRNE; Marilyn Kent: Building Bridges: Response to Schumm and Vaughn, 376–378.

CARNINE, Douglas: The Professional Context for Collaboration and Collaborative Research, 368–371.

CIBOROWSKI, Jean: Using Textbooks with Students Who Cannot Read Them, 90–101.

COLVIN, Geoff: See NELSON, J. Ron, 117–126.

CONDERMAN, Greg: See KATSIYANNIS, Antonis, 279–287.

DANIELSON, Louis C.: See SCHILLER, Ellen P., 372–375.

ENGLERT, Carol Sue; TARRANT, Kathi L.: Creating Collaborative Cultures for Educational Change, 325–336, 353.

EPSTEIN, Michael H.: SEE JAYANTHI, Madhavi, 102–116; SEE JAYANTHI, Madhavi, 212–225.

FERGUSON, Diane L.: Celebrating Diversity: A Response, 199–202.

FLORES, Deborah Mae; SCHLOSS, Patrick J.; ALPER, Sandra: The Use of a Daily Calendar to Increase Responsibilities Fulfilled by Secondary Students with Special Needs, 38–43.

FORMAN, Ellice A.; MCCORMICK, Dawn E.: Discourse Analysis: A Sociocultural Perspective, 150–158.

FRANKS, David J.: See KATSIYANNIS, Antonis, 279–287.

GAJRIA, Meenakshi: See Gajria, Meenakshi, 271–278.

GARATE-SERAFINI, Juana: See BALCAZAR, Fabricio E., 237–246.

GEORGE, Michael P.: See GEORGE, Nancy L., 227–236.

GEORGE, Nancy L.; GEORGE, Michael P.; GERSTEN, Russell; GROSENICK, Judith K.: To Leave or to Stay? An Exploratory Study of Teachers of Students with Emotional and Behavioral Disorders, 227–236.

GERBER, Paul J.: See REIFF, Henry B., 29–37.

GERSTEN, Russell: See GEORGE, Nancy L., 227–236.

GERSTEN, Russell: Introduction to the Topical Issue, 323–324.

GINSBERG, Rick: See REIFF, Henry B., 29–37.

GROSENICK, Judith K.: See GEORGE, Nancy L., 227–236.

HARRIS, Kathleen C.: School-Based Bilingual Special Education Teacher Assistance Teams, 337–343.

JAYANTHI, MadhavI; NELSON, Janet S.; SAWYER, Valerie; BURSUCK, William D.; EPSTEIN, Michael H.: Homework-Communication Problems Among Parents, Classroom Teachers, and Special Education Teachers: An Exploratory Study, 102–116.

JAYANTHI, Madhavi; SAWYER, Valerie; NELSON, Janet S.; BURSUCK, William D.; EPSTEIN, Michael H.: Recommendations for Homework-Communication Problems: From Parents, Classroom Teachers, and Special Education Teachers, 212–225.

KARGE, Belinda D.; MCCLURE, Melinda; PATTON, Patricia L.: The Success of Collaboration Resource Programs for Students with Disabilities in Grades 6 Through 8, 79–89.

KATSIYANNIS, Antonis: See REID, Robert, 44–52.

KATSIYANNIS, Antonis; CONDERMAN, Greg; FRANKS, David J.: State Practices on Inclusion: A National Review, 279–287.

KATZ, Alan R.: See PRATER, Mary Anne, 68–78.

KEYS, Christopher B.: See BALCAZAR, Fabricio E., 237–246.

KITZ, William R.; THORPE, Harold W.: A Comparison of the Effectiveness of Videodisc and Traditional Algebra Instruction for College-Age Students with Learning Disabilities, 295–306.

KUNDERT, Deborah K.: See MAY, Deborah C., See 288–294.

KRUGER, Louis J.; STRUZZIERO, Joan; WATTS, Regina; VACCA, Dorothy: The Relationship Between Organizational Support and Satisfaction with Teacher Assistance Teams, 203–211.

LEE-LAWSON, Carla: See SEARCY, Sheri, 307–314.

MALOUF, David B.: See SCHILLER, Ellen P., 372–375.

MAY, Deborah C.; KUNDERT, Deborah K.; BRENT, Donna: Does Delayed School Entry Reduce Later Grade Retentions and Uue of Special Education Services, 288–294.

MCAFEE, James K.; MUSSO, Stephanie L.: Training Police Officers About Persons with Disabilities: A 50–State Policy Analysis, 53–63.

MCCLURE, Melinda: See KARGE, Belinda D., 79–89.

MCCORMICK, Dawn E.: See FORMAN, Ellice A., 150–158.

MCLAUGHLIN, John A.: Research As a Tool for Advocacy: A Commentary, 195–198.

MCPHAIL, Jean C.: Phenomenology as Philosophy and Method: Applications to Ways of Doing Special Education, 159–165, 177.

MOORE, Alan D.: Structural Equation Modeling in Special Education Research, 178–183.

MUSSO, Stephanie L.: See MCAFEE, James K., 53–63.

NELSON, Janet S.: SEE JAYANTHI, Madhavi, 102–116; SEE JAYANTHI, Madhavi, 212–225.

NELSON, J. Ron; SMITH, Deborah J.; COLVIN, Geoff: The Effects of a Peer-Mediated Self-Evaluation Procedure on the Recess Behavior of Students with Behavior Problems, 117–126.

OKADA, Teresa: See WELCH, Marshall, 16–28.

PATTON, Patricia L.: See KARGE, Belinda D., 79–89.

PETERSON, Anne: Teacher-Researcher Compatibility: A View From Both Sides, 364–367.

PRATER, Mary Anne; SERNA, Loretta A.; SILEO, Thomas W.; KATZ, Alan R.: HIV Disease: Implications for Special Educators, 68–78.

PRESCOTT, Sharon: See WELCH, Marshall, 16–28.

PULOS, Steven; ROGNESS, Neal: Soft Modeling and Special Education, 184–192.

REID, D. Kim; ROBINSON, Susan J.; BUNSEN; Teresa D.: Empiricism and Beyond: Expanding the Boundaries of Special Education, 131–141.

REID, Robert; KATSIYANNIS; Antonis: Attention-Deficit/Hyperactivity Disorder and Section 504, 44–52.

REIFF, Henry B.; GINSBERG, Rick; GERBER, Paul J.: New Perspectives on Teaching From Successful Adults with Learning Disabilities, 29–37.

RICHARDS, Gayle: See WELCH, Marshall, 16–28.

RICHARDS, John: See WELCH, Marshall, 16–28.

ROBINSON, Susan J.: See REID, D. Kim, 131–141.

ROGNESS, Neal: See PULOS, Steven, 184–192.

SALEND, Spencer J.; GAJRIA, Meenakshi: See Increasing the Homework Completion Rates of Students with Mild Disabilities, 271–278.

SAWYER, Valerie: SEE JAYANTHI, Madhavi, 102–116; SEE JAYANTHI, Madhavi, 212–225.

SCHILLER, Ellen P.; MALOUF, David B.; DANIELSON, Louis C.: Research Utilization: A Federal Perspective, 372–375.

SCHLOSS, Patrick J.: See FLORES, Deborah Mae, 38–43.

SCHUMM, Jeanne Shay; VAUGHN, Sharon: Meaningful Professional Development in Accommodating Students with Disabilities: Lessons Learned, 344–353.

SEARCY, Sheri; LEE-LAWSON, Carla; TROMBINO, Betsy: Mentoring New Leadership Roles for Parents of Children with Disabilities, 307–314.

SERNA, Loretta A.: See PRATER, Mary Anne, 68–78.

SILEO, Thomas W.: See PRATER, Mary Anne, 68–78.

SILVERSTEIN, Beth: See THURLOW, Martha L., 260–270.

SMITH, Deborah: See NELSON, J. Ron, 117–126.

STRUZZIERO, Joan: See KRUGER, Louis J., 203–211.

TARRANT, Kathi L.: See ENGLERT, Carol Sue, 325–336, 353.

THORPE, Harold W.: See KITZ, William R., 295–306

THURLOW, Martha L.; YSSELDYKE, James E.; SILVERSTEIN, Beth: Testing Accommodations for Students with Disabilities, 260–270.

TROMBINO, Betsy: See SEARCY, Sheri, 307–314.

VACCA, Dorothy: See KRUGER, Louis J., 203–211.

VAUGHN, Sharon: See SCHUMM, Jeanne Shay, 344–353.

WANSART, William L.: Teaching As a Way of Knowing: Observing and Responding to Students' Abilities, 166–177.

WATTS, Regina: See KRUGER, Louis J., 203–211.

WELCH, Marshall; RICHARDS, Gayle; OKADA, Teresa; RICHARDS, John; PRESCOTT, Sharon: A Consultation and Paraprofessional Pull-In System of Service Delivery: A Report on Student Outcomes and Teacher Satisfaction, 16–28.

YSSELDYKE, James E.: See THURLOW, Martha L., 260–270.

ZIPPRICH, Mary Ann: Teaching Web Making As a Guided Planning Tool to Improve Student Narrative Writing, 3–15, 52.